

## **Idaho Standards for Music Teachers**

*In addition to the standards listed here, music teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Visual and Performing Arts Teachers.*

### **Standard 1: Knowledge of Subject Matter**

#### **Knowledge**

1. The teacher understands how to find and select appropriate music repertoire for various educational purposes.
2. The teacher knows representative solo, small ensemble, and large ensemble works of the past and present.
3. The teacher understands how to perform written accompaniments on a music keyboard or chord instrument and how to transpose accompaniments to appropriate keys.
4. The teacher knows techniques in improvising, composing, and arranging music.
5. The teacher knows fundamental instrumental and pedagogical techniques to teach wind, string, and percussion instruments to beginning students in groups.
6. The teacher knows fundamental vocal and pedagogical techniques to teach effective use of the voice.
7. The teacher knows the technical and symbolic language of music.
8. The teacher understands how to evaluate music and music performance.
9. The teacher understands the acoustical challenges of presenting successful performances in various types of facilities.

#### **Disposition**

1. The teacher recognizes the importance of student involvement in improvising, composing, and arranging music.
2. The teacher appreciates that music offers a unique opportunity for students to engage in multi-tasking (e.g., singing, listening, and dancing simultaneously or playing, listening, and marching simultaneously).
3. The teacher recognizes the importance of students reading, writing, and understanding the technical and symbolic language of music.

#### **Performance**

1. The teacher demonstrates an ability to improvise, compose, and arrange in a variety of styles and settings.
2. The teacher sufficiently performs on wind, string, and percussion instruments to teach beginning students in groups.
3. The teacher demonstrates fundamental vocal and pedagogical skill to teach effective use of the voice.
4. a. The instrumental teacher demonstrates experience in instrumental solo and ensemble performances.  
-or-  
b. The vocal teacher demonstrates experience in vocal solo and ensemble performances.
5. a. The instrumental teacher effectively uses the singing voice for instructional purposes.  
-or-  
b. The vocal teacher effectively uses at least one instrument for instructional purposes.

## **Standard 2: Knowledge of Human Development and Learning**

## **Standard 3: Adapting Instruction for Individual Needs**

## **Standard 4: Multiple Instructional Strategies**

## **Standard 5: Classroom Motivation and Management Skills**

## **Standard 6: Communication Skills**

## **Standard 7: Instructional Planning Skills**

### **Knowledge**

1. The teacher knows how to design and implement comprehensive music education opportunities in addition to traditional ensemble instruction (e.g., music appreciation, theory, history, and specialized ensembles such as madrigals, jazz choir, jazz band, and pep band).
2. The teacher understands the planning skills inherent in teaching and managing performances in various environments.

### **Disposition**

1. The teacher recognizes that a comprehensive music education program includes student access to music appreciation, theory, and history.

**Performance**

1. The teacher designs a variety of musical learning opportunities for students (e.g., music appreciation, theory, and history).
2. The teacher modifies teaching plans based on a discriminating aural perception of in-class activities .

**Standard 8: Assessment of Student Learning****Performance**

1. The teacher demonstrates a discriminating aural perception of student musical skills.

**Standard 9: Professional Commitment and Responsibility****Standard 10: Partnerships**

